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ABSTRACT

Learning activities supplementing those found in the curriculum resource handbook, "Learning Laboratories for Unemployed, Out-of-School Youth," and useful for occupational guidance are suggested. Activities suggested concern: (1) Conducting orientation procedures, (2) An alternative method for organizing the interaction seminar, (3) Establishing a personal folder, (4) Using the personal file folder, (5) Correcting undesirable qualities, (6) Selecting a vocation, (7) Locating a job, (8) What to do about employment discrimination, (9) Survey of local employment opportunities, (10) Why people fail to get jobs, and (11) Why people fail to keep jobs. (CK)

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ED 074349

LEARNING LABORATORIES

for unemployed, out-of-school youth

Occupational Orientation

The University of the State of New York • The State Education Department
Bureau of Continuing Education Curriculum Development • Albany • New York • 12224
1972

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FOREWORD

Since their distribution in 1970, the publication entitled *Learning Laboratories for Unemployed, Out-of-School Youth* and the accompanying sound filmstrip, *Odds On Tomorrow*, have proven to be extremely valuable resources for instructors in various adult education programs. Their wide use has generated a need for supplementary, student-oriented materials which could be used to extend or reinforce the skills, concepts, and understandings which the program seeks to develop. In response to this need, an advisory committee of teachers, representing a cross section of disciplines, was asked to contribute ideas for augmenting the teaching strategies outlined in the handbook and illustrated in the filmstrip. This committee was chaired by William B. Hemmer, formerly associate in the Bureau of Continuing Education Curriculum Development, presently assistant professor, State University College at Brockport.

Using this initial input, Virginia A. Rovelli, Ballston Spa Central Schools, and R. Allan Sholtes, Guilderland Central Schools developed a series of learning activities and ancillary learning exercises which reflect the persistent life problems facing the average unemployed, out-of-school youth. Robert Bielefeld, Director, Division of Occupational Education Instruction reviewed the manuscript.

The final writing and the preparation of the manuscript for publication was completed under the direction of George K. Tregaskis, associate, Bureau of Continuing Education Curriculum Development.

The development and printing of this publication were funded through Title I, Elementary and Secondary Education Act.

HERBERT BOTHAMLEY, *Chief*
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USE OF MATERIALS IN THIS PUBLICATION

The intent of this publication is to suggest learning activities which would supplement those found in the curriculum resource handbook *Learning Laboratories for Unemployed, Out-of-School Youth*. This particular compilation of learning activities is designed for use by the guidance counselor. Some of the activities refer directly to lessons suggested in the Curriculum for Occupational Orientation sections of the curriculum resource handbook. Many of the activities involve a combination of skills, and reference to the handbook is made merely for the sake of convenience.

The content of this phase of the program must be kept extremely practical. All the activities should be relevant to the experiences and aspirations of the students. The instructor must realize that what appeals to him or even students from other environments may be quite different from what is of immediate interest to the disadvantaged student.

The program should be oriented to the world of work since the disadvantaged pupil is job-conscious and interested in gaining economic stability as expediently as possible. All text materials must fit the reading levels, interests, special backgrounds, and vocabulary of the students.

Learning activities should be organized in short, achievable units. This brevity facilitates mastery and a sense of accomplishment for the students. The length of the lesson should be increased gradually only as the students' attention span, interest, and work habits improve. The curriculum must have elements of success built into it. Encouragement from the instructor, peer approval, community support and recognition, combined with experiences in problem solving will help the students acquire positive self-images.

Single copies of worksheets to be used by the students are provided. These worksheets may be duplicated for classroom distribution by first making a thermal master of them or simply by xeroxing. In addition, they are suitable for thermal copying as a means of making overhead projector transparencies.

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INSTRUCTIONAL STRATEGIES
FOR
CURRICULUM FOR OCCUPATIONAL ORIENTATION

LEARNING ACTIVITY 1: CONDUCTING ORIENTATION PROCEDURES

Reference: Curriculum Resource Handbook, p. 127

INTRODUCTION

The typical out-of-school youth is not interested in hearing what you are going to do. In his experience, teachers and administrators have always been full of promises, good intentions, and expressions of sincere interest in "students as individuals." In the beginning, he expects this program to be exactly like his previous experiences, but he is willing to give it one last chance. For this reason, spend little time *telling* the students what is supposed to happen.

Most information relating to the purposes of the Center is given to the students as part of the recruitment procedure. A quick review of the Center's purposes, however, allows for the elimination of misunderstandings and confusion.

Give considerable time to developing appropriate terms for the various activities. There is no reason, for instance, why interaction seminars should not be called rap sessions, talk-ins, discussion groups, or any name that is appropriate for the locale, the age group, or the predominant ethnic group. Most importantly, don't get enmeshed in meaningless terminology. If the students have difficulty pronouncing or remembering the terms, the activity will be relatively meaningless to them.

Once the goals of the program have been reviewed, the terminology clarified, and miscellaneous questions answered, introduce the staff to the students. Generally, these students find it difficult to accept any formality. To relieve an overly-formalized atmosphere, let the instructors introduce themselves to the students in the seminars. The atmosphere may be further informalized by giving the student a map of the Center and allowing him to locate the various activities. Preferably, allow the student to discover on his own as much as possible about his instructors, the Center, and the program.

Stress the fact that any individual benefits gained through the program will result from the quality of the student's participation in the program. He must be sold on the idea that he is capable of attaining satisfying and realistic occupational goals. The student should realize that the program can only *assist* him; it cannot do the work for him.

If, during a large group meeting, the majority of the students have lost interest in the topic, it is best to end discussion immediately. Assuming the topic under discussion is a vital one, it can always be brought up again at a more appropriate time or at the next large group meeting. To

the student, the large group meeting will appear to be highly formalized since the teacher must assume a more authoritative posture in order to conduct the meeting effectively. Therefore, reserve for large group meetings only such things that can be presented in no other effective way.

Give careful consideration to each of the teaching objectives listed on page 129 of the Curriculum Resource Handbook. Listed below are some guidelines for interpreting these objectives.

TEACHING OBJECTIVES	GUIDELINES
To establish channels for the free exchange of ideas between students and the staff	For the most part the students are already aware that instructors have ideas. In the beginning, at least, place the greatest emphasis on drawing ideas from the students. Encourage them to comment on each other's statements. Even if you do not agree with a statement, resist making a comment until certain that no one else has something to say. An atmosphere must be established in which the student becomes aware of the importance of *his* statements as well as those of the other students. Exercise a guiding role with a minimum of talk. Do not feel that discussions need end in majority agreement. The objective stresses the free *exchange* of ideas. Since there are no single correct conclusions for a discussion topic, elicit a representative variety of student responses before venturing your ideas. In fact, carefully consider the necessity of expressing your opinion if you feel it might squelch student participation.
To set up an institutionalized structure for responsible student participation in planning the daily program	Resist the temptation to be overly institutionalized in establishing the structure for student participation in planning the daily program. Be sure the student is aware that even the structure for planning can be changed if circumstances merit it. Avoid creating the impression that the structure is arbitrary or inflexible.
To involve participants in the making of needed regulations	Be certain that the staff and students decide that a given regulation is genuinely needed. Often, an actual negative or confusing situation must develop before the student will

TEACHING OBJECTIVES	GUIDELINES
	realize the need for a regulation. Regulations that develop from actual situations will most likely be self-enforcing.
To give students a sense of responsibility for the orderly operation of the Center	As the students are given more and more voice in the formulation of regulations for conducting the Center's programs, they will realize a sense of responsibility for it. However, if the staff does not give intelligent guidance, the students may find themselves the victims of their own mistakes. In this case, they will most likely lose confidence in their ability to maintain the orderly operation of the Center.
To make the students aware of the reasoning behind societal codes	The students will probably be of the opinion that there is no reasoning behind societal codes and in many cases they may be right. However, the instructor should attempt to focus discussion on areas where students can see evidence of the need for a code. If students decide to establish a regulation, they will have realized the need for the regulation.

CONTENT

If the students or the staff feel discussion topics other than those listed on page 129 are of greater importance or more interesting, provide the opportunity for these topics to be discussed.

NOTES

LEARNING ACTIVITY 2: AN ALTERNATIVE METHOD FOR ORGANIZING THE INTERACTION SEMINAR

Reference: Curriculum Resource Handbook, pp. 130-133

INTRODUCTION TO THE INTERACTION SEMINAR

Pick topics for Interaction Seminars which are significant in the minds of the participants. Unless the participants sense the importance of the topic and feel that the topic involves them, the seminars will develop into very desultory "rap" sessions. One way to attach importance to the seminars and develop interest in them is to have each group discuss a separate topic. In a given time period have as many different topics under discussion as there are groups. The participants will come to realize that their seminar is unique and original, not a carbon copy of a previous one.

Following are guidelines for an alternative methodology to that on page 131 of the Curriculum Resource Handbook, should the instructor choose to use it.

- Select topics which can be discussed in one session for each of the discussion groups.
- Inform the group that a summary of the discussion will be presented by one of the members at a followup large-group meeting.
- Have each group decide who will present the summary to the large group.
- Keep criticism of students by students at a minimum in the initial seminars in order to encourage expression of a wide range of views.
- Following the presentation, the members of the large group should ask questions or make any comments they choose.
- If there appear to be many points of view on the topic which the seminar group would like to reconsider, a second seminar can be held. Otherwise, go on to a new topic in the next seminar.

It is conceivable that some groups will discuss two or more topics while others are discussing only one topic. There is no reason for all groups to "keep up with each other." Likewise, the instructor should also be careful to end the discussion when the comments and suggestions become repetitive or unoriginal.

NOTES

LEARNING ACTIVITY 3: ESTABLISHING A PERSONAL FOLDER

Reference: Curriculum Resource Handbook, pp. 134-135

OBJECTIVE

To accumulate and evaluate information on five learning exercise sheets about the student that will enable him to select a suitable occupation

TECHNIQUE

Supply each student with a manila folder, explaining that when the folder is completed it will contain information about himself that will assist him in selecting a suitable occupation. As the sheets containing this personal information are completed, they should be placed in the student's *personal* folder and the folders placed in a confidential place, such as a locked file drawer, so that their confidentiality is maintained.

Have students provide the information requested for Learning Exercises 3, 3a, 3b, and 3c. If filling them all out during one session taxes the attention span of students, this exercise may be spread over more than one session.

EVALUATION

Without looking at the content of the learning exercises, check to make sure each student has included all of them in his personal folder.

NOTES

LEARNING EXERCISE 3

SCHOOL EXPERIENCES

DIRECTIONS: Answer these questions about previous school experiences as honestly as you can. *You* will use the information on the sheet in your self-assessment file.

1. At what age did you leave school? _____

2. What grade were you in when you left school? _____

3. How often were you late for school in your last 3 years there? (Circle one response.)

   Never Once in a while Often Too many times

4. How often were you absent from school in your last 3 years there? (Circle one response.)

   Never Once in a while Often Too many times

5. How many of your absences from school could have been avoided? (Circle one response.)

   None Very few About half Most All

6. How often did you get into trouble with a teacher or the principal because of fights or arguments with other students? (Circle one response.)

   Never A few times Often

7. How often did you get into trouble with a teacher or the principal because of fights or arguments with teachers? (Circle one response.)

   Never A few times Often

8. Were you cooperative with other students? _____

9. Were you cooperative with teachers? _____

10. What kind of grades did you get? (Circle one response.)

    Excellent Good Average Poor Very Poor

LEARNING EXERCISE 3a

WORKING EXPERIENCE

DIRECTIONS: Fill in the blanks about previous job experiences on the chart below as honestly as you can. List every employer for whom you have worked. The information on the chart is for *you* to use in your self-assessment. Note the sample line filled out.

	I	II	III	IV	V	VI
	Employer	How Long There	When Employed	Kind of Job	Weekly Pay	Reasons for Leaving
SAMPLE	Daily News	6 mos.	1968	deliver-ing papers	$18.00	I quit-got a job at Grants

LEARNING EXERCISE 3b

TEMPERAMENT, INTERESTS, AND APTITUDES

DIRECTIONS: Answer the questions below by checking the appropriate column opposite each question.

Temperament:	Not Sure	Yes	No
1. Do you like a job that requires doing the same thing over and over again?			
2. Do you like to plan a job?			
3. Do you like being in charge of other people?			
4. Do you mind taking orders?			
5. Do you work better alone?			
6. Do you mind taking physical risks?			
7. Do you jump to conclusions?			
8. Do you have patience with other people?			
9. Are you shy with people?			

Interests:			
1. Do you prefer working with people?			
2. Do you prefer working with ideas?			
3. Do you like technical jobs?			
4. Do you like working on machines?			
5. Do you like office work?			

Aptitudes:			
1. Do you understand words?			
2. Can you add, subtract, multiply, and divide?			
3. Do you read easily and quickly?			
4. Do you understand what you read?			
5. Can you estimate distances and areas?			
6. Can you memorize facts?			
7. Is your penmanship legible?			
8. Can you tell your left from your right quickly?			
9. Are you good with tools?			

LEARNING EXERCISE 3c

PHYSICAL CAPACITY

DIRECTIONS: Answer the questions below by checking the appropriate column opposite each question.

	Not Sure	Yes	No
1. Could you take a job which requires lifting, carrying, or pushing?	___	___	___
2. Could you take a job which requires climbing or balancing in high places?	___	___	___
3. Could you take a job which requires stooping, crouching, and kneeling?	___	___	___
4. Could you take a job which requires handling or feeling?	___	___	___
5. Could you take a job which demands that you distinguish between colors?	___	___	___
6. Could you take a job that demands much listening?	___	___	___
7. Could you take a job that demands much talking?	___	___	___
8. Can you work in extreme heat?	___	___	___
9. Can you work in extreme cold?	___	___	___
10. Can you work with noise and vibration?	___	___	___
11. Do you prefer inside work?	___	___	___
12. Does dampness bother you?	___	___	___

LEARNING EXERCISE 3d

WORK PREFERENCE

DIRECTIONS: Using the names of the members of your group, fill in the following blanks. The group will discuss *only* the reasons and *not* the names in your answers. *Do not show your answers to anyone.*

I would most like to work with:

1. _____ because _____
2. _____ because _____
3. _____ because _____

If I could not work with those I have listed, I would then want to work with:

4. _____ because _____
5. _____ because _____
6. _____ because _____

On any job, the people I avoid are those who _____

_____

_____

LEARNING ACTIVITY 4: USING THE PERSONAL FILE FOLDER

Reference: Curriculum Resource Handbook, pp. 134-140

OBJECTIVE

To enable the student to assess his strengths and weaknesses using the information contained in his personal file folder

TECHNIQUE

Distribute to each student his personal folder from the locked file drawer where they are kept. Tell the students that this folder is similar to a personnel folder. At this point, a local employer should be brought in to discuss what a personnel folder should contain and what purpose it serves.

Provide a copy of the following questions to the guest speaker and to the students, adding additional questions as desired. If the initial presentation by the speaker does not adequately answer the questions, they may be brought out in the discussion which follows the presentation. Be sure to discuss the importance of the personnel folders to the employers.
Questions:

- What kinds of information does the employer have about a job applicant before the interview?
- From where does the information come?
- Why do you suppose this information is important in terms of the employer's impression of the job candidate?
- What kinds of things does the employer assume about an employee's personnel folder?
- What function does the personnel folder serve after the person has been hired by the employer?

Make a transparency of "They Couldn't Hold Their Jobs" from page 136 of the Curriculum Resource Handbook. Discuss the transparency. Stress the percentage differences between those dismissed or not hired because of skills deficiencies as compared to personality defects.

Discussion Question:

- Based on our discussions, what do you think are personal qualities that an employer looks for in a job candidate?

Anticipated Responses:

- Cooperation
- Good attendance
- Initiative
- Drive (ambition)
- Loyalty
- Courtesy
- Good grooming
- Desire to improve
- Acceptance of responsibility

As the students suggest qualities, list them on the board. Have students list the qualities on their copy of Learning Exercise 4 as they are listed on the board. Ask the students to rate themselves in each category. Do not look at the student's forms unless asked to by the student.

Have students compare their ratings on Learning Exercise 4 to the information in their folders. Have them check to see that their ratings are not *contradicted* by something in the folder. If the student *requests* personal assistance in doing this, make time available to him. Allow him to get assistance from other staff members if he wishes. Protect the confidential nature of the information. Stress *self*-assessment, *not* teacher assessment.

Using the information given on Learning Exercises 3 and 3a, have the students answer the questions in Learning Exercise 4a. Having done this, ask them to make a list of strong points and weak points revealed by the evaluation.

Students may now use the information on Learning Exercise 3b to answer the questions on Learning Exercise 4b. Learning Exercise 3c will not require separate evaluation since it is self-explanatory and can be easily interpreted in terms of specific jobs that they may be interested in at a later point in the program.

EVALUATION

Much of what the students have accomplished may be hidden from the instructor. The student may wish to keep his materials and conclusions to himself. This desire for privacy must be respected. The true test of what success has been met in this section will be revealed most noticeably in the realistic choices the student suggests in the following unit on selecting a vocation.

NOTES

LEARNING EXERCISE 4

SELF-ASSESSMENT

DIRECTIONS: In the column headed "Quality," list those "qualities" which your teacher lists on the board. Then check the column to the right of the quality that best expresses your *personal* evaluation of yourself for that quality.

Quality	Personal Rating				
	Excellent	Good	Average	Fair	Poor
•					
•					
•					
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LEARNING EXERCISE 4a

STUDENT INFORMATION

I. Use information on Learning Exercise 3 to answer the questions in this part. Circle the correct response.

1. Will a prospective employer think you are reliable about getting to work? (Check your answers to questions #3, 4, 5.)

   Yes No

2. Will a prospective employer think you can get along with other employees? (Check your answer to questions #6 and 8.)

   Yes No

3. Will a prospective employer think you can get along with your boss, foreman, or manager? (Check your answer to questions #7 and 9.)

   Yes No

4. Will a prospective employer think that you try to do your best work at all times? (Check your answers to questions #1, 2, and 10.)

   Yes No

II. Use Learning Exercise 3a to answer the questions in this part. Circle the correct response.

1. Will a prospective employer think that you will stay with the company if he gives you a job? (Check Column II.)

   Yes No

2. Will a prospective employer see any unexplained gaps in your work experience? (Check Column III.)

   Yes No

3. Will a prospective employer think you have enough experience as a worker? (Check Columns I and IV.)

   Yes No

4. Will a prospective employer think that you have always had a good reason for leaving a job? (Check Column VI.)

   Yes No

5. Do you think that you are making progress toward making more money? (Check Column V.)

   Yes No

LEARNING EXERCISE 4b

EMPLOYER ATTITUDES

Answer the following questions based upon your answers in the "Temperament" section of Learning Exercise 3b.

1. Will a prospective employer think that you should have a job which involves doing many different things? (Check #1 and 2.)
   Yes No

2. Will a prospective employer think that you should have a job in which you will be responsible for other workers? (Check #3, 8, and 9.)
   Yes No

3. Will a prospective employer think that you should have a job in which you have to set up work for yourself or others to do? (Check #2 and 5.)
   Yes No

4. Will a prospective employer think that you will be willing to carry out his directions? (Check #4.)
   Yes No

5. Will a prospective employer think that you will be willing to do a job even though it will be physically difficult or dangerous? (Check #6.)
   Yes No

Answer the following questions based upon your answers in the "Interests" section of Learning Exercise 3b.

1. Will a prospective employer think that you should have a job working with other people? (Check #1.)
   Yes No

2. Will a prospective employer think that you should have a job in which you are expected to come up with new ways of doing things. (Check #2.)
   Yes No

3. Will a prospective employer think that you should have a job working with your hands? (Check #2, 4, and 5.)
   Yes No

4. Will a prospective employer think that you should have a job working in an office? (Check #5.)
   Yes No

Answer the following questions based upon your answers in the "Aptitudes" section of Learning Exercise 3b.

1. Will a prospective employer think that you should have a job that requires much reading or writing? (Check #1, 3, 4, and 7.)
   Yes No

2. Will a prospective employer think that you should have a job that requires mathematical knowledge? (Check #2 and 5.)
   Yes No

LEARNING ACTIVITY 5: CORRECTING UNDESIRABLE QUALITIES

Reference: Curriculum Resource Handbook, pp. 140-149

OBJECTIVE

To enable the student to assess means to correct or alter those undesirable traits which may hinder his ability to find employment

TECHNIQUE

Discuss with the students in a seminar the reasons for an individual's seeking employment. Make sure the following possible situations are discussed:

- The jobseeker is unemployed.
- The jobseeker is unhappy with his current employment and wishes to work for another employer.
- The jobseeker has advanced as far as he can with a specific employer and would like to work some place where there is more chance of advancement.
- The jobseeker is bored with his occupation and wishes to begin a new one.

Ask the students to take from their folders the list of their strengths and weaknesses. Have them circle the weaknesses that *they* wish to alter.

Ask students where they think they can go for assistance in correcting occupational weaknesses. Write the list on the board as the students develop it. Be sure to remind them of the makeup of the Center staff and the services available at the Center. Listed below are some possible responses.

- Instructors at the Center
- Job developers at the Center
- Psychologists at the Center
- Counselors at the Center
- Community resource people brought to the Center
- New York State Employment Service
- Local Mental Health Clinics
- Local churches
- Local schools

- Local businessmen
- Private employment agencies
- Local colleges and universities
- New York State Vocational Rehabilitation Center

Provide students with copies of Learning Exercise 5, "Request for Special Assistance," that can be filled out whenever a student feels he would like you to bring in a special person to work with him in strengthening specific weaknesses. This written request form is designed to provide students too shy to confront the teacher directly with a means of seeking help. The students may also express their requests verbally. The form is merely one possible means of getting the student started in *assisting himself* toward selecting and landing a desirable job.

The student will be more likely to participate wholeheartedly in the program if he knows that the staff is sincere. He is more likely to appreciate his community and participate constructively in its activities if he feels the community is willing to accept him. The members of the community can best demonstrate their willingness to help these young people by actively advising them. Make this an integral part of the program. Select reliable, interested, sincere community members who will not back out on their commitment. The more direct community involvement there is, the better the chances of the program's success.

EVALUATION

Always be aware of the students' requests for assistance. These requests may be formally expressed or informally expressed. Once the requested assistance for the student has been made available, his serious and consistent cooperation with those who are assisting him will reflect the degree of success this section of the program is having with him.

NOTES

LEARNING EXERCISE 5

REQUEST FOR SPECIAL ASSISTANCE

Name _____

Date _____

I would like to have someone help me in the area of _____

_____

_____

_____

_____

_____

_____

If you know of a specific person you would like to request help from write that name here. _____

LEARNING ACTIVITY 6: SELECTING A VOCATION

Reference: Curriculum Resource Handbook, pp. 140-149, 155-159, 227-255

INTRODUCTION

This activity covers the materials found in Sections IV, VI, XXI, XXII, XXIII, XXIV, XXV, XXVI, XXVII, XXVIII, and XXX. The sections are organized in this manner in order to avoid needless repetitions and to allow the students to attend only those sessions which interest them. If the instructor spends an abundance of time on Sections I, II, III, and IV, the remaining sections can be dealt with on an independent basis or in small informal groups consisting of instructors, students, and community resource people.

Avoid excessive repetition. Once a point has been made with the student, drop it. Excessive self-assessment, job analysis, counseling, and community resource assistance can become tedious if overdone. There is also the danger that the student may come to feel that the instructor is prying into personal areas. The student should be encouraged to do most of the actual job analysis on his own. Since individual students will have completed their self-assessment in Section III, they should use Section IV to establish a more objective evaluation. Whatever tests are decided upon, the students should take them only on a voluntary basis. For instance, there is no reason why all students should have to take the *General Aptitude Test Battery* at the same time. The test's reliability coefficient will be higher for those students who are highly motivated to the point of wanting to know their aptitudes and interests. It is senseless to assume that all students will be so motivated at a given point.

OBJECTIVE

The student should, after investigating several occupational areas, pick an occupation which fits his interests, aptitudes, and abilities.

TECHNIQUE

Following the scoring of the tests, each student should have a *private* conference with a member of the staff with whom he can relate to interpret the test results. A large group meeting may be useful as a preliminary session to give an overview of the testing program, but it should never be used as a followup device in which scores are reviewed. Inform the students that their test results are for their personal use and will not be discussed with anyone but themselves. Some students may even wish to take the tests individually and privately. This request for privacy should, of course, be respected.

When the testing program has been completed, all test results should be placed by the student in his personal folder if he so chooses. After testing, the student will have in his folder a fairly complete body of knowledge about his occupational interests and aptitudes upon which he can base a reasonable evaluation of his potential success in a vocation.

From this point on he will have to do much independent investigation to select a vocation. Stress the fact that his ultimate choice of a vocation will rest solely with him. He must, therefore, use all available information in the most constructive way possible, and he must know how and where to get valuable advice and counseling in selecting his vocation.

- List the following occupational areas on the board:
  - Selling - check-out clerk in supermarket, cashier in retail store, manufacturer's representative, wholesaler's representative
  - Clerical work - file clerk, bookkeeper, secretary receptionist, switchboard operator, mail clerk, billing clerk
  - Services - gas station attendant, dishwasher, mover, janitor, taxi driver, gardener, routeman, repairman, waitress
  - Professional and managerial - supermarket manager, newspaper writer, retail department manager, teacher, doctor, sales manager
  - Skilled - labor-farmer, butcher, baker, tailor, locomotive engineer, carpenter, mechanic, pilot, radioman, surveyor, draftsman, heavy equipment operator
  - Semiskilled - drill press operator, business machine operator, tow motor operator, punch press operator
  - Unskilled - porter, messenger, stockboy, babysitter, cleaning woman, delivery boy, fruit picker
  - Armed forces - signalman, nurse, steamfitter, cook, radioman, truck driver, rifleman, secretary, clerk, medic, laboratory technician, linesman
  - Local industries
  - Building trades - carpenter, mason, plumber, electrician, sheetworkers, steelworkers

- Have students rate the areas by numbering them 1-10. The number 1 indicates the most preferred area, and the number 10 indicates the least preferred. Some students may find it necessary to consult the instructor for clarification of terms. The instructor should be able to give examples of jobs in each of the 10 areas.

- Form a separate vocational interest group for each area. The staff should select members of the community to act as group leaders to investigate areas of occupational interests.

- The group leaders and the students meet to plan their investigation program. The materials in the curriculum should be used as a guide for the investigation, but they should not be allowed to restrict the group or its leader. The investigative part of the program should include field trips into the community, bringing in other speakers, and arranging for the students to spend at least 1 day. observing a person performing the functions of the job.

- Following the investigative procedure which has been set up by the group leader and the students, evaluate the experience. Informal discussions reviewing all aspects of the experience should be held before a more formal and individualized evaluation takes place. The most important part of the evaluation should be the student's comparison of the information he has gathered about the job to the information he has gathered about himself in his personal folder.

- The final step in the evaluation of the experience should be the individual conference with a staff member. This conference should aim at drawing together all the information gathered. At this time those vocations that are obviously incompatible with the student's aptitudes and interests should be eliminated from his further consideration.

- When the student has finished his investigation and evaluation of one occupational area, he should be encouraged to repeat the procedure with at least one other area. Encourage the students to continue their investigation of occupational areas, even after they feel they have found a job with which they are satisfied. Don't set a time limit for each investigation or on the total investigative procedure. However, the group leader and instructor should not allow the investigation to drag out until everyone is bored.

- When the student has selected a vocation in which he exhibits an interest and sufficient aptitude, he should immediately begin the next unit, which deals with getting a job.

EVALUATION

The student should have selected a vocation in keeping with his interests, aptitudes, and abilities.

NOTES

LEARNING ACTIVITY 7: LOCATING A JOB

Reference: Curriculum Resource Handbook, pp. 150-154, 160-161, 198-206, 220-221, 251-252

INTRODUCTION

This unit consists of Sections V, VIII, XIV, XIX, and XXIX of the Curriculum for Occupational Orientation. The suggested order for presenting these sections is XIV, XXIX, XIX, VIII, and V. The instructor may alter the sequence if a more appropriate one suggests itself, but this sequence moves from very general topics, of value to all participants, to those topics which will require highly individualized research and counseling on a one-to-one basis.

Because much of the material in Section XIV, Prejudice In Employment, is covered in detail in the Cultural Realization and Development of Self-Concept curriculum, concentration here should be on the discrimination, stemming from prejudice, which exists in employment. A clear distinction must be made between discrimination and prejudice, since prejudice will not be discussed at this point. This unit concerns itself primarily with an explanation of the *Human Rights Law as Amended Through June 1, 1969.*

Discrimination in employment, making a difference in treatment or favor on a class basis in disregard of individual merit, is of legal concern. Prejudice, and unfavorable opinion of a group, is of moral, ethical, and philosophical concern. The government cannot outlaw prejudice, but it can outlaw discrimination based upon prejudice.

Before discussing this material, *all* instructors should read the complete *Human Rights Law as Amended Through June 1, 1969.* Copies are available free from any branch of the State Division of Human Rights. A working knowledge of this law is essential in order to avoid giving false or misleading information.

OBJECTIVE

To increase the students' awareness of the various forms of job discrimination

TECHNIQUE

Have students relate personal experiences in employment in which they felt they were being discriminated against. Most of their examples will involve racial discrimination.

Record each of the following scenes on tape, using a group of volunteer students as actors, if possible. Preface the presentation of these incidents by telling the class that each scene involves a different kind of discrimination.

At the point where the break occurs in the taped dialogs ask the students to tell why the job applicant is going to be rejected. They should realize that the applicants are rejected for the following reasons:

- Scene 1 - The employer objected to the applicant's age.
- Scene 2 - The employer objected to the applicant's race.
- Scene 3 - The employer objected to the applicant's religion (creed).
- Scene 4 - The employer objected to the applicant's color.
- Scene 5 - The employer objected to the applicant's national origin.
- Scene 6 - The employer objected to the applicant's sex.

SCENE 1

Employer: I see by your application that you would like to work in our office. How much experience have you had?

Applicant: Well, I worked in the office at Macy's Department Store for 9 years until my husband was transferred and we moved to this city. Since that time I have worked for the First National Bank as a secretary.

Employer: How long have you lived in this city?

Applicant: We've lived here for 18 years.

Employer: Then you worked at the bank for 18 years?

Applicant: Yes.

Employer: What is your age?

Applicant: I'm 47.

Employer: I see. Well, thank you for coming in, and you should be hearing from us soon.

Applicant: Thank you for your time.

Employer: You're welcome. Good-bye.

Break.

Miss Roberts, notify the young girl I interviewed this morning that she has the job.

Secretary: But Mr. Washington, the last woman is the best qualified. She has the experience and excellent references.

Employer: I know all that. But she is 47, just the age when they start getting sick and having to miss work. Besides, I don't think she could keep up with the other secretaries. So call the other applicant please.

Secretary: All right, Mr. Washington.

SCENE 2

Secretary: Mr. Wilson, this is Mr. Banner. He's interested in that job in the advertising department.

Boss: How do you do, Mr. Banner. Won't you have a seat?

Applicant: Thank you, Mr. Wilson.

Boss: Well, young man, what qualifications do you have for the job?

Applicant: I have my master of science degree in business administration from Columbia. My major was in advertising and my minor was in public relations.

Boss: I see. But do you have any actual on-the-job experience?

Applicant: Well, I spent last summer working as a copy-reader for Wexler Advertising Company.

Boss: But you didn't do any original work for them?

Applicant: Well, no. But your ad said that no experience was necessary.

Boss: Well, we've changed our requirements in that area. I'm sorry, but perhaps another time. Thank you for coming in.

Applicant: Thank you. (door closes)

Break.

Boss: Miss Roberts, could you come in here for a moment?

Secretary: Yes, Mr. Wilson?

Boss: I told you not to let any blacks in here.

Secretary: I know, Mr. Wilson, but he made the appointment for the interview over the phone.

Boss: In the future, then, make no interview appointments over the phone. Tell the applicant to come in to fill out a form. That way you can see who is applying. And that way you won't be wasting my time by making me interview someone you know I would never give a job to.

Secretary: Yes, Mr. Wilson.

SCENE 3

Boy: Are you Mr. Phillips?

Boss: Yes, I am. What can I do for you?

Boy: Well, I was wondering if you might have any work I can do?

Boss: Are you used to doing hard, manual work?

Boy: Well, last summer I worked as a mason's helper, and evenings after school this past year I helped my father dig out a cellar under our house.

Boss: Well, I guess we can find something for you to do. Can you be here tomorrow at 8?

Boy: You bet!

Boss: O.K. See you then.

(Pause.) Hey, did you drop that?

Boy: Oh, yeah. I guess the chain broke.

Boss: What is it?

Boy: Oh, it's a crucifix.

Boss: Oh, you're a Catholic then?

Boy: Yeah.

Break.

Boss: Well, listen. Come to think of it, the next few days are going to be kind of slow. Why don't you stop by next week and check again. O.K.?

Boy: Yeah (dejected).

SCENE 4

Girl: Mr. O'Neil?

Boss: Yes.

Girl: I saw your sign in the window saying you needed a waitress.

Boss: Yeah, well the job's already been taken.

Girl: But the sign is still in the window.

Boss: Yeah, well I'll take care of that. Look, give your name and address to the cashier and if I get an opening I'll call you.

Break.

Boss: Hey, Jenny. Did you get that girl's name?

Cashier: Yes, I did. Why? You thinking about hiring her?

Boss: Not a chance! What would our customers think if they saw a black waitress in here?

Cashier: But with a name like Romanelli, I doubt that she's black. I think she's Italian.

Boss: Well, she might be, but I wouldn't take the chance.

Cashier: But she doesn't have any Negro features.

Boss: I don't care. Her skin is still too dark.

SCENE 5

Secretary: Mr. Holz, this is James Petersen. He is applying for that mechanic's job you advertised.

Boss: How do you do, Mr. Petersen. Please sit down.

Applicant: (With Swedish accent) Thank you.

Boss: Well, what mechanical experience have you had?

Applicant: In Sweden I had a job in a garage for 2 years.

Boss: I see. Well, I don't think we can use you. Actually, we don't do much work on foreign cars.

Applicant: But our garage worked on many American cars, and I went to GMAC school for 6 weeks after I came to this country.

Boss: Well, leave your name and phone number with the secretary and we'll call you in about a week.

Applicant: Thank you for your time. Good-bye.

Boss: Good-bye.

(Pause.)

Boss: Diane?

Secretary: Yes, Mr. Holz?

Boss: Call that kid who came in this morning. He'll at least be able to catch on even if he doesn't have as much experience as that Swede.

Secretary: But that kid this morning has never worked in a garage.

Boss: Yeah, I know. But at least he's an American and he can learn. You know what they say about those dumb Swedes.

Secretary: O.K. Mr. Holz. You're the boss.

SCENE 6

Secretary: Mr. Patrelli, there's a woman here who would like to see you about a job.

Boss: O.K. Send her in.

Secretary: Come right in, please.

Boss: How do you do? Won't you sit down, please?

Applicant: Thank you.

Boss: Well, what can we do for you?

Applicant: Well, I saw in the paper that you need a truck dispatcher.

Boss: Well, yes but...I mean...well, that's a man's job.

Applicant: But it *is* just paper work, isn't it?

Boss: Yes, but I've never heard of a woman doing the job.

Applicant: Well, I've worked as a taxi dispatcher and in the freight office of United Airlines.

Break.

Boss: Yes, I'm certain that you were very good at it, too. But, I really think we'll stick to keeping a man in the position in this company. Thank you for coming in anyway.

Applicant: But, sir.

Boss: Good morning miss.

Applicant: But...

Boss: Good morning!

EVALUATION

Following the discussion of the scenes, inform the students of the main points of the *Human Rights Law As Amended Through June 1, 1969.* Distribute copies of the *Summary of Employment Rights* (Learning Exercise 7) to the students, and go over the summary, clearing up any confusion. Following the review of the summary, explain the procedure to be followed when an applicant or an employee thinks he is being discriminated against. Distribute and discuss copies of *What To Do About Employment Discrimination* (Learning Exercise 8). Be sure to point out that a charge of discrimination must be proved. If possible, have a speaker from the New York State Division of Human Rights come in to discuss the law.

LEARNING EXERCISE 7

SUMMARY OF EMPLOYMENT RIGHTS

I. It is illegal for an employer, because of your age, race, creed, color, national origin, or sex, to:

- Deny you a job
- Pay you less than other employees
- Deny you a promotion
- Deny you benefits and privileges given to other employees

II. It is illegal for an employment agency, because of your age, race, creed, color, national origin, or sex, to:

- Refuse to accept an application from you
- Refuse to process your application
- Refuse to refer you to an employer

III. It is illegal for a labor organization, because of your age, race, creed, color, national origin, or sex, to:

- Exclude you from joining the organization
- Expel you from the organization
- Deny you benefits or privileges given to other members

IV. It is illegal for an employer or an employment agency to print or have printed, for purposes of advertising jobs, any statement which places limitations on age, race, creed, color, national origin, or sex unless the limitations are based on genuine occupational qualifications.

V. It is illegal for an employer, employment agency, or labor organization to discriminate against you because you have fought against them or opposed them under the provisions of the Human Rights Law.

LEARNING EXERCISE 8

WHAT TO DO ABOUT EMPLOYMENT DISCRIMINATION

If you feel that an employer, employment agency, or a labor organization has discriminated against you on the basis of your AGE, RACE, CREED, COLOR, NATIONAL ORIGIN, or SEX, you may initiate action against that party by filing a complaint with any Division of Human Rights Office. This can be done in person, by phone, or by letter. If you send a letter, just say in your own words how you think you have been discriminated against. Someone will contact you if more information is needed.

The Division of Human Rights will investigate your complaint. If the Division cannot find evidence that you have been discriminated against, they will dismiss the complaint. If you don't think the complaint should have been dismissed, you have 15 days in which to appeal to the Human Rights Appeal Board.

If the Division finds evidence to support your claim, they will try to settle the matter without going to court. This is called conciliation.

If the employer, employment agency, or labor organization does not reach an agreement with you through the Division, a public hearing will be held and the Commissioner of the State Division of Human Rights will make a decision.

If the Commissioner finds that discrimination took place, a "cease and desist" order will be issued. If the discrimination does not cease, the Division will take your case to court.

Finally, if either you or the other party is not satisfied with the Commissioner's decision, you may appeal the case back to the Human Rights Appeal Board and then to the courts.

LEARNING ACTIVITY 9: SURVEY OF LOCAL EMPLOYMENT OPPORTUNITIES

Reference: Curriculum Resource Handbook, pp. 125-127

The purpose of this section is to make a survey of specific jobs available in the local area. The students do all the work in this unit after careful preparation has been provided by counselors and job developers to organize the survey. The information compiled should be of great help in locating full-time jobs for students when leaving the Center. The following suggested procedures should be altered to suit local conditions, if necessary.

- Divide the locality into four to six areas. Restrict the size of each area so that it can be thoroughly surveyed.
- Form a group for each area of the locality.
- Have each group compile a list of all employers in its area.
- Have the group send a form letter to each employer stating the purpose of the survey and asking him to participate in it. The sample form letter, on Learning Exercise 9, may be used, if found appropriate.
- The students can use the guidelines of the "Survey of Occupational Opportunities" to organize their survey. A separate survey form should be filled out for each job they find open. When the students have completed their surveys, the survey sheets should be collected and placed into folders for future reference.
- Have each group compile a list of employers to interview based upon the responses to the form letter. If there has been no response within 10 days, a member of the group should make a telephone call to the employer. The caller suggests that the employer may not have received the letter, may have misplaced the letter, or the response to the letter may have been lost in the mail. The employer is then asked if he would like to participate in the survey. If he declines, he should be thanked for his time and the matter should be dropped. If he wishes to participate in the survey, the caller should arrange a specific time at which the employer can be interviewed.
- Have each group send out teams of two people to interview each employer who has agreed to participate in the survey. Stress the importance of being on time for the interview and of using the interview time effectively.
- The interviewer(s) should fill out an Occupational Opportunity Information Sheet (Learning Exercise 9a) for *each* job that is available.
- The completed forms should be put into folders according to the categories mentioned in the Selecting a Vocation unit.

- Each group should consult with the New York State Employment Service to seek additional listings. An Occupational Opportunity Information sheet should be filled out for each job. These, too, are placed in the occupational folders.

- Each group should then canvass private employment agencies for listings. These agencies will not supply names of specific employers, but they may be willing to provide a list of jobs available.

- When all sources have been canvassed, the Occupational Opportunities File should be made available to all students at all times. Even students who have left the Center should be allowed unlimited access to the file.

When the survey has been completed, each student should make a list of five specific positions for which he feels qualified. He does this by matching up the assessments in his personal file folder with the requirements of the job. Let him *discover* which jobs he can and cannot get by comparing the job requirements on the survey sheet with the information in his personal folder. *Don't tell him* which jobs he is qualified for. When he has selected his list of five job prospects, introduce the next units, "Getting a Job" to him.

NOTES

LEARNING EXERCISE 9

SAMPLE FORM LETTER

281 South Ocean Avenue
Old Bedford, N.Y. 11823
June 18, 1971

Strommer Window Sash Company
1172 Wartenburg Way
Old Bedford, N.Y. 11823

Dear Sir:

The students at the Old Bedford Learning Laboratories Center are conducting a survey of occupational opportunities in our locality. We are interested in discovering the jobs which are available in this area and the requirements for these jobs. Our main purpose here at the Center is to develop occupational skills and attitudes that will permit us to compete in the labor market.

Your cooperation in making this survey a success will greatly aid us. The community as a whole will benefit from our working together to make all of our citizens productive participants in the business and industrial life of Old Bedford.

If you are willing to participate in our survey, please notify us at the above address or by telephone (474-7009) so that we can make arrangements to have our canvassers contact you.

Thank you for your consideration.

Sincerely yours,

Robert Nebba

Robert Nebba

LEARNING EXERCISE 9a

OCCUPATIONAL OPPORTUNITY INFORMATION

Employer: _____

Address: _____

Phone: _____

Type of Business: _____

Jobs Available: _____

Education Required: _____

Skills Required: _____

_____

_____

Experience Required: _____

_____

_____

On-the-Job Training Available: [ ] Yes [ ] No

Starting Pay: _____ per (hr., wk.) Top Pay: _____ per (hr., wk.)

Opportunities for Promotion: Good _____ Fair _____ Poor _____

Fringe Benefits: _____

_____

_____

Working Conditions: _____

_____

_____

Hours: Day _____ Evening _____

Private Employment Agency Fee: $_____

LEARNING ACTIVITY 10: WHY PEOPLE FAIL TO GET JOBS

Reference: Curriculum Resource Handbook, pp. 162-171

OBJECTIVE

To help students avoid common behavior flaws which prevent young people from being hired

TECHNIQUE

- Using a group of students who have a flair for dramatics, tape record the dialogs in Learning Exercises 10 through 10g.
- Play the tapes for the students in the class, stopping at the break indicated in the script.
- During the break have the students discuss the questions provided below for each of the scripts.
- After the questions have been fully discussed, play the rest of the tape to show the students how the episode actually ended.
- After the conclusion of the script, allow students to discuss any further points which may come up.

Discussion Questions (to be used during the breaks in the scripts):

- Do you think the job applicant was qualified for the job? Why?
- What do you think is the reason the job applicant was not hired?
- What did the job applicant do that he or she shouldn't have done?
- Why should the job applicant have done that which he or she failed to do?
- How should the job applicant act differently at his or her next interview?

EVALUATION

This learning activity can be evaluated by observing the degree to which students can draw valid observations during the discussions concerning why the job applicants in the case studies are having a difficult time being hired.

NOTES

LEARNING EXERCISE 10

THE WELL-DRESSED APPLICANT

Alice: But, Mrs. Knorr. I did all those things you told me to do. I had my resumé typed, and I was on time for the interviews. I didn't even smoke when the employers offered me a cigarette, even though I was dying for one. I know I could have handled that cashier's job because I've done it before.

Mrs. Knorr: Did any of the interviewers give you a reason for not hiring you?

Alice: Well, the receptionist's job fell through because they said that I wasn't exactly the type they were interested in -- whatever that means.

Mrs. Knorr: Could it have been because you're black?

Alice: I don't think so, because there are two other blacks in the office. I think they're secretaries.

Mrs. Knorr: Well, Alice, there must be an explanation for your not being hired. Let's see if we can figure it out.

Alice: Well, I know one thing. Those interviewers made up their minds the minute I walked in the door.

Narrator: Why do you think Alice was not hired?

Mrs. Knorr: Let's examine what you have just said, Alice. If the interviewers made up their minds as soon as they looked at you, then it must have something to do with your appearance. You said that you're sure it wasn't due to racial discrimination.

Alice: No, it couldn't have been that. All of those places had blacks working for them.

Mrs. Knorr: Let's look at just one of the jobs for which you applied. How about the sales job at Bargain Fair?

Alice: Yeah, that's a beautiful example. I know I could have done that.

Mrs. Knorr: What kind of people shop at Bargain Fair?

Alice: What do you mean by that?

Mrs. Knorr: I mean are they wealthy, poor, average, somewhere in between?

Alice: I guess they're average to poor.

Mrs. Knorr: Now, looking at your dress and grooming, what kind of impression are you going to be giving the customers?

LEARNING EXERCISE 10 (CONT.)

Alice: About my clothes and jewelry? A good one. I don't wear any cheap stuff. Everything I buy comes from the best shops in town.

Mrs. Knorr: Exactly. What kind of clothes and jewelry do the customers wear?

Alice: Well, it's usually nice, you know, and all that but, I mean, it's obvious that they can't afford the really good stuff. If they could afford the really good stuff, they wouldn't be coming to Bargain Fair.

BREAK: Use discussion questions here.

Mrs. Knorr: That might be the problem, Alice. Perhaps your employers felt that you would make the customers feel uncomfortable around you because your clothes and jewelry are obviously so much more expensive than theirs.

Alice: But, I like to get really dressed up.

Mrs. Knorr: That's fine, Alice, and you seem to know how to dress well. But at times your style of dress is not appropriate. For instance, the way you're dressed right now is perfect for dining out, going to a night club, for dancing or attending a dressup affair.

Alice: But not for work, I suppose.

Mrs. Knorr: Right. You see, when you work with other people, you want to feel comfortable around them and you want them to feel comfortable around you. If you make people self-conscious about their clothes, you make it difficult for them to feel at ease around you.

Alice: Yeah, I guess you might be right. But it does seem kind of silly and stupid.

Alice: Many of the ways in which people choose to judge us are silly and stupid. So we just have to work that much harder to see they get the right impression that you *want* them to get.

Alice: O.K. I'll give it a try and see what happens.

Mrs. Knorr: Good. Now, let's look at the files and find some other possibilities.

LEARNING EXERCISE 10a

THE NERVOUS APPLICANT

Counselor: Harry, Mr. Schmitz says that you appeared to be very nervous during the interview. He's the third employer who has made the same comment. Usually the employer expects some nervousness from the applicant, but employers who have interviewed you have all said that you appeared to be unusually nervous.

Harry: Yeah, well...those things really bother me. Like, I worry about if I've got enough experience, or if I'm going to be asked about why I left school and all that stuff.

Mr. Fister: That makes sense, Harry. But we do try to make sure that we refer you only to jobs for which you are qualified. By the way, Harry, I hope you didn't wear that hat during the interview.

Harry: At a couple of them I did.

Mr. Fister: Why would you wear your hat during an interview?

Harry: I don't know. I just kind of feel more comfortable wearing it.

Mr. Fister: Harry, why do you think these interviewers haven't hired you?

Harry: Well, let's be honest. Who would want something like me in their office.

Mr. Fister: What do you mean, like you?

Harry: Oh come off it!

Mr. Fister: I'm not sure I know what you're talking about.

Harry: Well, look at my face! You know these spots aren't dirt!

Mr. Fister: Of course I know they aren't dirt.

Harry: Well, would you want some blotchy kid working in your office where everyone who came in would see him? I mean, some customers may not like the idea.

Mr. Fiste. Harry, do you think people really object to your appearance?

Harry: Yeah. After all, it is the first thing they notice about me.

Mr. Fister: Probably. But what makes you think they attach any significance to something like blotchy skin?

Harry: I just know they do.

Mr. Fister: Harry, why do you think an employer hires people?

Harry: Well, that's a stupid question. He *needs* you. I mean, he wants to make money, right? So he hires people who can help him make the money. Right?

Mr. Fister: O.K. In the job with Mr. Schmitz that you applied for, how would it have been to his advantage to hire you?

Harry: Well, I can type well enough to fill out the sales reports and file them. I can take orders from customers who come into the office. I can....

Mr. Fister: O.K., you've proven that with your skills and talents, Mr. Schmitz could have made valuable use of you. Right?

Harry: Right.

Mr. Fister: Then why would he deny himself your skills and talents because of a skin ailment?

Harry: Well...because...

BREAK: Use discussion questions here.

Mr. Fister: Actually, Harry, the *only* negative comment that has come to this office from your employers or interviewers has been that you seemed too tense, too nervous.

Harry: Well, you wouldn't expect them to mention somebody's handicap would you?

Mr. Fister: As a matter of fact, yes, I would. You see we like to know exactly why our clients are not hired. If there is anything that prohibits his employment because of skills, attitudes, experience, or physical defects, the employers are always willing to give us this information so that we can better serve our clients.

Harry: Well, if the doctors can't get rid of these blotches, you sure can't!

Mr. Fister: No, Harry, we can't. But if these blotches were inhibiting your ability to get certain kinds of jobs, we would try to find other kinds of employment for you.

Harry: Well, then why haven't you done just that?

Mr. Fister: Because we have found no need to. We have no indication that your skin condition has interferred with your ability to get a job. You seem to be the only one holding that opinion.

Harry: Well, I guess I have that right.

LEARNING EXERCISE 10a (CONT.)

Mr. Fister: Of course you have that right. But while you're exercising that right and trying so hard to convince others that your ailment is a handicap, don't be surprised if you can't land a job. If you try hard enough, you might just convince them that you *do* have a handicap.

LEARNING EXERCISE 10b

THE DISABLED APPLICANT

Mr. Ewald: You're back again, Rudy?

Rudy: Yeah, Mr. Ewald, same old story.

Mr. Ewald: They're not willing to pay enough, right?

Rudy: Right.

Mr. Ewald: Rudy, what do you consider to be a fair pay for you?

Rudy: Well, in the mill I got $3.50 an hour.

Mr. Ewald: What kind of job did you have there?

Rudy: I loaded cement blocks on pallets.

Mr. Ewald: Well, why did you leave the job?

Rudy: You know as well as I do. Mr. Ewald. I had a hernia operation.

Mr. Ewald: That's right, Rudy, I do know that. But you seem to have forgotten the fact that you can't do that kind of work anymore.

Rudy: So what? Why should I have to take less money for another kind of job?

Mr. Ewald: But the employer sets wages according to the kind of work an employee does. Also,one employer does not necessarily pay the same wages as another.

Rudy: Look, Mr. Ewald, suppose they fired you from this job. Would you take less pay?

Mr. Ewald: Not for the same kind of job, I wouldn't.

BREAK: Use discussion questions here.

Rudy: That's what I mean.

Mr. Ewald: But, Rudy, you can't do the same kind of work anymore.

Rudy: O.K. So I can't. But that isn't my fault. Why should I have to take less because of an accident? I mean supposing I want to earn more money, even at another job. Are you telling me I won't be able to?

LEARNING EXERCISE 10c

THE RUSTY SKILLS APPLICANT

Patricia: I don't see why I should go back to school. Not even night school!

Miss Gilbert: Well, that decision is entirely up to you, Patricia, but I don't see how you can possibly get a secretarial job unless you do go back to school.

Patricia: But I told you that I took typing and shorthand in high school.

Miss Gilbert: I realize that, Patricia, but when was the last time you tried to take shorthand? How about your typing speed? Have you ever tried your skill at filing? What about operating office equipment?

Patricia: Well, I can brush up on that as I go along. I mean I've got to start somewhere.

Miss Gilbert: If you went to a beauty shop, would you want to pay someone to practice on you?

Patricia: Well, she's got to learn someplace, hasn't she?

Miss Gilbert: Of course, but do you think you'd get your money's worth?

Patricia: Maybe not, but if she made any mistakes or didn't know how to do something one of the other beauticians could help.

Miss Gilbert: I guess you're right on that point, Patricia, but would that work in an office? It doesn't seem to make too much sense to hire a girl to work in an office if the other girls are doing the work for her. It seems that the employer would prefer to save himself the money and just have the girls he already has do the work.

Patricia: Maybe so, but you talk like I can't do anything. You're sure a big help.

BREAK: Use discussion questions here.

Miss Gilbert: But don't forget, Patricia, you've been turned down by everyone to whom you've applied for a job. The reason they all give is the same -- weak skills.

Patricia: Well, I'm still not going back to school.

Miss Gilbert: That's up to you, Patricia, but I can't help you get an office job until you get the necessary skills.

Patricia: So, I'll just go and get one on my own.

LEARNING EXERCISE 10d

AN APPLICANT'S FRIENDS

Counselor: Hello, Helen. Gee, you got here faster than I thought you would.

Helen: Yeah, my friends were coming down this way so they brought me along.

Counselor: Oh, do they have a car?

Helen: Yeah. I mean, I could take the bus but I can't stand the smell of those things.

Counselor: I agree with you there. But what would happen if their car broke down?

Helen: Oh, then we'll either walk or take a bus.

Counselor: You seem to go quite a few places with your friends.

Helen: Yeah, we go everyplace together.

Counselor: What about your job interviews? Do they go with you?

Helen: Sure, they usually go right in with me.

Counselor: You know, that might not be a good idea.

Helen: Why not? I'm the only one who's after a job.

Counselor: But isn't it possible that the employer might get the wrong impression?

Helen: What wrong impression could he get?

BREAK: Use discussion questions here.

Counselor: Well, for one thing, he might think that you aren't mature enough to apply for a job on your own. Or he might think that you are only going to work for him until you can find a job with your friends.

Helen: Well, that's stupid! Why should I want to work with my friends?

Counselor: Perhaps you wouldn't want to, but your employer may get the impression that you would.

Helen: Impression. Man, are they dumb!

Counselor: Yes, Helen, often they are, but people do make impressions, and you must keep that in mind when you apply for a job.

LEARNING EXERCISE 10e

THE IMPATIENT APPLICANT

Secretary: (Answering phone.) Good afternoon, Mr. Clarke's office.

Ann: This is Ann Washington. I applied for a job with you people on Monday and I was told that I had been tentatively hired. Now I'm supposed to wait until you call me to tell me when to come in to work. Here it is Friday, and I haven't heard a thing from you people. What's the story?

Secretary: I see. Well, to whom did you speak when you came in on Monday?

Ann: Mr. Tev.

Secretary: Well, Miss Washington, it is quite often a month before an actual job opening is available. So, I wouldn't be alarmed about not being called yet. If you'd like to talk to Mr. Tev, however, I can connect you with him.

Ann: Well, at least you're using your head. Yeah, connect me.

Mr. Tev: Mr. Tev speaking.

Ann: This is Ann Washington. What about my job? I mean, it wouldn't be putting you out of your way to show a little consideration and at least give me a clue, would it?

Mr. Tev: Miss Washington, the position for which we decided to hire you is now occupied by a woman who is leaving in 2 weeks for maternity leave. You will be notified at that time.

Ann: I see. I'm supposed to sit around and wait for her highness to decide to have the baby. Hey, I've got bills to pay in the meantime. What do I do about that?

Narrator: Do you think Ann is going to get this job? Why?

BREAK: Use discussion questions at this time.

Mr. Tev: Quite frankly, Miss Washington, I don't care. I also would suggest that you look elsewhere for employment. You don't seem to have the temperament to be handling customer requests and complaints for us.

Ann: What's that remark supposed to mean?

Mr. Tev: It means quite simply that we don't need you. Good-bye.

LEARNING EXERCISE 10f

A LITTLE THING THAT MATTERED

Counselor: Hello, Terry.

Terry: Hi, Miss Kane. Any leads?

Miss Kane: No, but I think I've found out what the source of the problem is.

Terry: What do you mean?

Miss Kane: I simply mean that I became very concerned about the fact that every time you applied for a job you were turned down. Terry, why didn't you tell me that you had worked at Bragga Milk?

Terry: Well, I was only there a couple of months. I didn't think it was important. Besides I didn't like the job so I quit. I figured if I didn't mention my experience there, you wouldn't try to get me another job like it.

Miss Kane: Terry, that's a lovely story, but it is a lie, isn't it?

Terry: What do you mean by that remark?

Miss Kane: I mean just what I said, Terry. You were fired from Bragga Milk, weren't you?

Terry: Yeah, well, maybe I was. But, so what's such a big deal about that? So, I got mad at the boss and told him where to go. Am I the first person to ever have an argument with my boss?

Miss Kane: Of course not. But you're still not telling the truth about why you were fired.

Terry: What makes you think you know more about it than I do?

Miss Kane: I spoke to Mr. Adonis on the phone this morning.

Terry: Why do you believe him, and not me?

Miss Kane: Because I've dealt with Mr. Adonis on many occasions. This agency has placed between 30 and 50 clients in his mill during the past 6 weeks, and we have never had a single complaint about him as an employer. In fact, many young people who have worked for him have come in to tell us how helpful and considerate he has been.

Terry: Well, so, I lied about my age. What harm could that do? I mean, he must have believed me because he hired me. Besides, he liked the work I was doing for 2 months. I mean, if he couldn't tell that I wasn't 18 and he was satisfied with the work I was doing, why couldn't he just forget that stupid little rule?

LEARNING EXERCISE 10f (CONT.)

Miss Kane: Well, Terry, in the first place, it isn't just a stupid little rule. It happens to be a law. If Mr. Adonis were found guilty of violating that law, he would be charged with a violation and penalized for it.

Secondly, if you had been injured on the job, the employee insurance plan would not give you coverage, and Mr. Adonis would have been held responsible for your accident.

Terry: Yeah, but I would have been willing to cover up so he'd get off the hook.

Miss Kane: Perhaps, but Mr. Adonis has too much to lose by risking such a situation. Most importantly, though, is the fact that you lied to him. You see he now feels that you can't be trusted, and he has let the word get out. Frankly, I don't see how you will be able to get a job from any employer in this small community.

Terry: But that isn't fair!

Miss Kane: Really? How fair was it of you to lie to him about something that could have caused him a great deal of difficulty?

LEARNING EXERCISE 10g

THE JOB QUITTER

Counselor: Where were you working before, Dick?

Dick: At Kerr Mill.

Counselor: What kind of work did you do there?

Dick: I repaired machinery. You know, like if one of the machines broke down, I'd repair it before they lost a lot of time on it.

Counselor: Did you like the work?

Dick: Yeah. It was the best job I ever had.

Counselor: How was the pay?

Dick: They gave me $2.90 an hour, and I got a lot of overtime.

Counselor: Was there any chance for advancement on the job?

Dick: Sure, I know I could have worked my way up to foreman of the machine maintenance crew.

Counselor: Well, why on earth did you leave, then?

Dick: Well, some of the guys were talking about the new electronics plant that was opening. They said I could start there at $4 an hour. And then I heard on the news that the electronics plant was having trouble getting enough help. So I was positive I could get a job and I quit.

Counselor: What happened? Were all the jobs taken?

Dick: Oh, no. They had plenty of jobs available but you had to have at least 2 years of college electronics to get the job. My buddies didn't know about that part of it.

BREAK: Use discussion questions at this time.

Counselor: Why didn't you go back to Kerr Mills?

Dick: I did, but they had already hired someone to replace me. It doesn't look like he'll be leaving, either. So I've got to find something else.

Counselor: Well Dick, I've only got a couple of possibilities, and they are only trainee programs.

Dick: That's o.k. by me.

LEARNING ACTIVITY 11: WHY PEOPLE FAIL TO KEEP JOBS

Reference: Curriculum Resource Handbook, pp. 175-186

OBJECTIVE

To help students identify and avoid work attitudes which cause people to lose jobs

TECHNIQUE

- Using a group of students who have a flair for dramatics, tape record the dialogs in Learning Exercises 11 through 11d.
- Play the tape for the students in the class.
- After listening to the tape, lead the students in a discussion using the questions provided below for each of the scripts.

Discussion Questions:

- What attitude does the jobholder have which is causing him to have trouble on the job or with his boss?
- Is the boss' attitude causing the problem? Why?
- What would you tell this jobholder if you were his friend and wanted to give him advice on how to hold a job?
- What new attitude could the jobholder develop which would take the place of the attitude which is causing him trouble?
- What should the jobholder be willing to do which he is not already doing?

EVALUATION

This learning activity can be evaluated by observing the extent to which students can detect bad job attitudes on the part of the jobholders in the dialog. The students' ability to hypothesize difficulties on the job caused by poor worker attitude will be his ability to avoid these same pitfalls during his later employment.

NOTES

LEARNING EXERCISE 11

THE JOB SHIFTER

Mr. Kirk: I'm sorry, Richard, but I don't think I can take a chance on promoting you. You see, you'd have to go through a 6-week training period. That training costs us about $1,500. Now, if we're going to put that kind of money into training an employee, we want them to stay with us for awhile.

Richard: Yeah, I can see that, but what makes you think I wouldn't stick with the job?

Mr. Kirk: Richard, just look at your employment record. Eight jobs in 2 years and the longest you've ever stayed with a job is 3 months. You have only been here 2 months now.

Richard: But I've been moving around in order to find what kind of work I want to do.

Mr. Kirk: That's not a bad idea, except that you've been costing these employers a good deal of money. Why don't you try to investigate a job before you leave the job you hold?

Richard: Aw, that takes too much time.

Mr. Kirk: That may well be, but don't you think it's worth it?

Richard: Maybe, but it seems to me that it's better to get the experience on the job.

Mr. Kirk: Well, the employer will think differently, I'm sure.

Richard: Supposing I do want to get a job and stick with it. How can I prove it if no one will give me a good job?

LEARNING EXERCISE 11a

THE LATECOMER

Herb: Look, Johnny, its 10.

Johnny: Yeah, I know, but I mean, I'm only an hour and a half late. Gee, my brother fell down the stairs, and I had to take him to the doctor. He had to have seven stitches in his head.

Herb: I know you have a good reason, but you should have given me a call.

Johnny: O.K., o.k., just forget it!

Herb: But, Johnny, I think you should understand why...

Johnny: Forget it! I can get a job some other place. Who needs bums like you?

Herb: Look, Johnny, when you didn't show up this morning I had to get somebody else. Another guy came looking for a job, and I took him.

Johnny: Yeah, but you couldn't wait to hear from me, could you?

Herb: As a matter of fact, no! You were holding up the assembly line and the guys on that line are being paid on a piecework basis. Because you didn't show up, or at least give me a call, they were losing money.

Johnny: I guess that's their tough luck.

Herb: Is it, Johnny? They still have a job. How about you?

LEARNING EXERCISE 11b

THE UNWANTED STRAW BOSS

Mr. Gold: Freddie, I'm afraid you're going to have to find a job elsewhere.

Freddie: You mean I'm being fired? For what?

Mr. Gold: Mainly because you have disrupted the staff in the office to the point of their efficiency diminishing.

Freddie: How do you figure that? I only tried to help them correct something when it was done wrong.

Mr. Gold: That's just the point, Freddie. Who said what they were doing was wrong? You see, Freddie, I'm the person responsible for telling the employees what to do around here.

Freddie: But when I see something that can be changed, I try to help out by telling the person.

Mr. Gold: I guess you didn't get the point, Freddie. I'm the *only* person who tells the staff what to do.

Freddie: Well, if you're stupid enough to refuse to change something that's wrong, I guess that's your tough luck.

Mr. Gold: Yes, I guess you're right. It's my tough luck. But I've decided to endure my tough luck without your assistance.

LEARNING EXERCISE 11c

THE LAYOFF

Fred: Mr. Shelly, I quit!

Mr. Shelly: Why do you want to quit, Fred?

Fred: Because I'm not a janitor, that's why.

Mr. Shelly: You're complaining about having to sweep floors. Right?

Fred: You'd better believe it.

Mr. Shelly: Didn't the foreman explain to you why we put you on that job?

Fred: Well, he said that it was the only way I could stay on the payroll instead of getting laid off.

Mr. Shelly: That's right Fred. We've had a temporary slowdown because sales have dropped. We intend to put you back in your old job as soon as business picks up again. Otherwise, we would have to lay some of you off.

Fred: Yeah, yeah. But I still am not a janitor, so you can keep your lousy job.

Mr. Shelly: I'm sorry you feel that way, but with an attitude like that I think it best that you do quit.

LEARNING EXERCISE 11d

THE ANNOYANCE

Mr. Benjer: John, I'm afraid we're going to have to let you go.

John: What do you mean? I'm doing my work. I always get to work on time. I've never even missed a day's work. What's wrong?

Mr. Benjer: Well, the main problem is that the other workers have been complaining that you're difficult to get along with.

John: I thought I was hired to do a certain job. Nobody said I was supposed to act like I was in a social club. That sounds like a pretty stupid reason for firing someone.

Mr. Benjer: It may sound stupid to you, John, but I have to think of all the employees. If one person is annoying them, their production slows down. We can't afford to have anyone slow down production.

John: But how do you know it's my fault? Well, at least not all my fault.

Mr. Benjer: I don't. But when we get so many complaints about one person it seems wisest to let that one person go.

John: Well, I'll just go find a job some place where the kind of work I do counts.

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